

should be covered by existing incentives. Many overcrowded districts should find that generated funding can provide opportunities for experimentation directed at improving learning for all students. With proper management and use of state incentive funding, districts should experience little or no net cost of year-round education.

Factors which might serve as cost deterrents to year-round education include lack of overcrowding or very small schools or school populations. Heavy use of intersessions and class size reductions also tend to detract from both the cost savings associated with year-round schools and from the size of incentive payments. In conclusion, however, it is anticipated that extensive use of year-round facilities in overcrowded areas will result in little change in costs on a per student basis for districts. Existing programs seem to be operating effectively and incentives appear adequate to cover most costs. At the state level current incentives are based on a host of factors which make predictions of total costs difficult. Costs to the state of incentives should be less than costs of new construction. Whether current incentives provide a cost effective alternative to portables is, however, unclear. If a district is able to qualify for the higher levels of SB 327 (Chapter 886) funding, portables would certainly provide a less expensive option for the state. On the other hand, the \$25 per student incentive alone would be less costly to the state than most portables. Incentives for both portables and year-round schools offer districts an option in planning for increased enrollment and state costs are of the same magnitude. New construction, by contrast, is substantially more expensive. A district that can qualify for elevated levels of year-round incentive funding would also qualify for extremely high levels of new construction funding. From a cost perspective, therefore, new construction is less attractive than either providing portables or year-round incentives.

V. CHARACTERISTICS OF YEAR-ROUND EDUCATION PROGRAMS

This chapter contains a description of year-round education programs in California. The programs are viewed from the perspectives of the school district office, school site, teachers, students, and parents. The district perspective includes a review of decisions and policies related to implementation and maintenance of a year-round program. The school view includes specific operating practices at the site of the year-round program. And the views of teachers, students, and parents are based on their expressions of opinion about year-round programs.

District Decisions and Policies

Decision to Implement

The decision to implement a year-round education program is usually made after a thoughtful consideration of various alternative courses of action. For a district faced with expanding enrollment, other alternatives usually include school construction, rental of community facilities, use of portable buildings, redrawing of school boundaries, offering of double sessions, and busing of students to other locations. Consideration of these alternatives usually requires a year or more of effort on the part of the school board, school staff, parents, community agencies, and, in some instances, students.

The law requires public notice, a public hearing, and, if requested, an election be held before a school district can implement a year-round program that will require student enrollment (Chapter 1010, Statutes of 1976). If the community does not support the idea of a year-round program, another alternative must be selected. Community support is one of the most vital elements in the success of a year-round program.

Not all districts have the opportunity to consider the various options. The Los Angeles Unified School District was urged by the courts to convert to year-round programs to relieve overcrowding in 1979. In two other districts the year-round program was mandated because of overcrowding. When a program such as year-round education is imposed on a community, the necessary local support is difficult to generate.

The decision to implement a year-round program, particularly for the first school in a district, affects the entire community. Child care, law enforcement, and recreational agencies are usually directly affected by the

change in schedule. Because child care services are usually planned for the traditional school year, provisions need to be made for child care year-round when a school converts to a year-round program. For law enforcement agencies to identify students who are legitimately on vacation, some school districts issue special identification cards to students indicating the track to which the student is assigned. And adjustments need to be made by recreational agencies to serve the needs of students in year-round schools throughout the year.

In secondary school communities, employers of students are affected as the available work force changes. Jobs can be shared by two or three students, and student help is available all year rather than in a seasonal pattern.

Community resistance often must be overcome before the year-round program can succeed. In certain situations, however, it is difficult to neutralize the resistance, particularly in heavily impacted urban areas. In these areas the year-round program is frequently interpreted as a means of avoiding school construction. In some communities where resistance was high originally, people have eventually become supportive of the programs. In fact, one comment consistently offered by persons interviewed for this study was that they initially resisted the year-round education program, but came to like it after a while.

The decision to operate a year-round education program in California school districts has been based largely on the rapid growth of school enrollment. More than half the respondents to the district survey rated "accommodate expanding enrollment" as the first or second most important reason for instituting such a program. The next most important reason reported was "to eliminate or avoid double sessions." Fifteen percent of the respondents claimed that their most important reason for making the decision was "to improve student achievement." All the districts reporting this latter reason for implementation operated single-track programs. A similar pattern of responses was found among school principals, who were also asked to rate reasons for the existence of their year-round programs.

Although most districts choose to operate a year-round program because of increased enrollment, the program can also be effective when enrollment is declining. Underutilized schools can be closed and the students transferred to other district schools, where the students can be accommodated through a year-round schedule.

Although only one instance was discovered in which the decision to implement a year-round education program was made to reduce class size, the year-round program does offer this possibility to other districts. Table V-1 shows the change in class size that can be accomplished for a sample school of 800 students. A four-track 45/15 Plan was used for the analysis. Obviously, in conditions of overcrowding the class size would not be reduced. The major cost to the district would be for the additional teachers required.

Table V-1

**Potential Reduction in Class Size as a
Result of a Year-round Program**

Category	Traditional program	45/15 Plan
Number of students enrolled	800	800
Number of students in attendance	800	600
Number of classrooms	27	27
Number of teachers	27	36
Class size	30	22.5

Strong support for year-round programs was found among program directors. When asked what alternative they would select if faced with circumstances similar to those when the program was first implemented, 80 percent replied that they would proceed with a year-round program. Eighteen percent would prefer to build a new school. One district would choose to use double sessions.

In most situations in which multitrack year-round education programs were discontinued, the main reason for the action was a change in the enrollment pattern because of declining enrollment or boundary changes. For a few districts, parental opposition to the program resulted in its termination. Of all the districts that discontinued the multitrack program, 93 percent continued the year-round program on a single-track calendar.

Three of the seven schools visited to gather data for this study were planning to change from multitrack programs next year. Two of the schools whose enrollments will decline because of new school construction were planning to retain a year-round schedule on a single-track program. At the third school, community disinterest and parent opposition were causing the school to return to a traditional schedule and to use portable buildings to accommodate the overflow of students.

Three excellent publications describing the process of making the year-round decision were identified in the course of this study. One, Year-Round School Program: A Case Study (Servetter, 1973), now out of print, describes in detail the consideration and process underlying the decision to convert the first school in Chula Vista to a year-round school. The other two, Year-Round Education Resource Guidebook, published by the Office of the San Diego County Superintendent of Schools (1986), and Handbook for Year-Round

Schools, published by Los Angeles Unified School District (1985), are guides for converting to a year-round program.

Participation

Most districts provide local options for the parents who do not want their children to attend a year-round school. One way is to combine a traditional track in the same school with a year-round program. The Saugus Union Elementary School District, for example, offers a combination program in five of its eight schools.

Another method of accommodating parents unwilling to send their children to a year-round school is to provide transportation to a school with a traditional program. The San Diego City Unified School District offers such service to parents wishing to exercise their right of choice.

According to the district survey, participation in the year-round education program by students is optional in 74 percent of the districts. Teachers in 71 percent of the districts have the choice of assignment to a year-round program, but administrators have that choice in only 48 percent of the year-round districts. About half of the districts with year-round programs offer optional assignments in the programs to student support services staff and other staff members.

Not all families in a district have access to a year-round program. Year-round programs are often operated only at elementary grade levels or for certain attendance areas. Some districts maintain an open transfer policy and offer access to the program as space becomes available.

Districts with open enrollment policies report a variety of effects on year-round programs. Some districts maintain waiting lists for access to year-round programs; others report as many as 38 percent of the students living in a year-round attendance area choosing to enroll in a traditional high school program.

Staffing

The characteristics of year-round program staff, as reported by the California Basic Educational Data System (CBEDS), were compared with those of all certificated staff in the state's public school system. Table V-2 shows the percentages for each group at the varying levels of total years of educational service, years of service in the current district, highest educational level, age, sex, and racial ethnic category.

It is clear from Table V-2 that the year-round program staff members are younger, less experienced, and less educationally advanced than their counterparts statewide. In addition, female, Hispanic, and black staff members are more common in year-round schools than in other schools statewide. These figures reflect the fact that most year-round programs are operated at the elementary school level and in minority communities.

Table V-2

**Comparison Between Year-round School Staff and
All Public School Staff on Selected Variables**

Characteristics of staff		School type	
		Year-round schools	All public schools
<u>Total years of service:</u>	Average:	13 yrs.	15.5 yrs.
	1-15	19.7%	14.1%
	6-10	22.5%	17.4%
	11-15	19.6%	20.9%
	16-20	18.2%	18.8%
	over 20	20.0%	28.8%
<u>Years in district:</u>	Average:	11 yrs.	12 yrs.
	1-3	20.5%	16.2%
	4-5	9.2%	9.1%
	6-10	23.5%	18.0%
	11-15	17.6%	20.2%
	16-20	15.9%	19.0%
	over 20	13.2%	17.5%
<u>Highest educational level:</u>			
	Doctorate	1.1%	1.9%
	Masters + 30 units	25.5%	27.4%
	Masters degree	10.6%	14.3%
	Bachelors + 30 units	44.8%	46.3%
	Bachelors degree	14.1%	8.0%
	Less than Bachelors	4.0%	2.1%
<u>Age:</u>	Average:	39 yrs. ^a	43 yrs.
	21-25 yrs.	3.7%	1.2%
	26-35 yrs.	38.1%	19.6%
	36-45 yrs.	35.7%	36.9%
	over 45 yrs	33.5%	42.3%
<u>Sex:</u>	Male	24.6%	36.6%
	Female	75.4%	63.4%
<u>Ethnicity:</u>	American Indian or Alaskan Native	.6%	.1%
	Asian	6.3%	3.3%
	Pacific Islander	.1%	.1%
	Filipino	1.4%	.6%
	Hispanic	13.7%	6.8%
	Black (Not Hispanic)	11.9%	6.6%
	White (Not Hispanic)	66.0%	81.7%

Note: Percentages may not add to 100 percent because of rounding.

^a Estimated.

Teachers, administrators, and student support services staff members are included in this comparison.

Fourteen percent of the year-round school districts have a special extended contract for year-round teachers as compared to teachers in traditional programs. Special year-round teacher contracts ranged from 183 to 220 days, with a mean of 185.9 days. Regular contracts ranged from 178 to 187 days, with a mean of 182.5 days.

The maximum salaries for teachers in year-round programs ranged from \$32,880 to \$48,022, with a mean of \$36,235. For teachers in traditional programs in the same districts, the highest salaries earned ranged from \$32,880 to \$43,977, with a mean of \$35,904. Comparison between these salaries should be made with caution, however. The higher maximum salary for year-round teachers may be the result of placement on a salary schedule rather than the result of an extended contract. These are maximum salaries, not average salaries. Because of the characteristics of teachers in year-round schools, their average salary might be expected to be lower than the overall average salary statewide.

To provide comparable services for children on all tracks in a multitrack year-round education program, some districts extended to 11 months the contracts of nurses, psychologists, speech therapists, counselors, and other student support services personnel. Other districts, such as the Oxnard Elementary School District, spread the regular contract over a 12-month period by arranging four-day work weeks.

One of the benefits of the year-round schedule is that teachers who are on vacation constitute a pool of substitute teachers. The benefit to the teacher is the opportunity to earn money beyond that provided in the contract, and the benefit to the district is that qualified teachers who are familiar with the school and who are recognized by the students as regular teachers are available. Some districts pay a premium above the going rate for regular substitutes for these teachers.

Many districts have policies limiting the number of days a teacher may substitute when off-track or the number of intersessions per year in which one can teach. The Oakland Unified School District allows teachers to substitute during two weeks out of three; they must also take two vacations out of the four off-track periods. The survey showed that about 25 percent of year-round teachers chose to teach one intersession during the year. About one-fourth of the districts reported teachers teaching two intersessions per year.

In the year-round education program it is difficult for teachers to pursue staff development because they are not available during the summer months to attend university classes. Teachers in urban areas generally have the opportunity to attend evening classes, although this can become a burden or require some personal sacrifice. Some districts have made arrangements with local universities to offer courses during intersessions or after school at a school site. For example, the San Diego City Unified School District arranged with San Diego State University to provide advanced

classes at a school site at the end of the school day. The Chula Vista Unified School District pairs teachers in the year-round program so that one can take advancement courses while the other takes over the duties.

When district personnel were asked to compare staffing requirements for year-round education programs with the requirements for a new school, they agreed strongly that the new school would require more administrators, pupil support personnel, custodians, bus drivers, and clerical staff. They also agreed that about the same number of teachers and aides would be needed to staff a new school as were currently staffing the year-round program. In other words, for year-round schools as compared with traditional schools, staffing needs are reduced for administrative and support staff but not for staff providing direct instruction.

Special Funding and State Incentives

Year-round education programs are funded on the same average-daily-attendance basis as the traditional school programs. They are likewise eligible for the same categorical funding. Of the districts offering intersession programs, almost half funded their intersession entirely with summer school funds. Another 18 percent of the districts used summer school funds to support about half of the intersession activity. Eighteen percent of the districts relied to some extent on categorical funding to support their intersession programs.

In 1976 the California Legislature passed the Leroy F. Greene State School Building Lease-Purchase Law of 1976 (Chapter 1010) to assist school districts financially in the remodeling, replacement, or construction of needed school buildings. The law contained a provision that encouraged school districts applying for funds to use their facilities on a year-round basis. That encouragement was reinforced in 1983 by Senate Bill 813 (Chapter 498), which authorized an apportionment of \$25 per student for school districts eligible for the construction funds and operating year-round education programs to relieve overcrowding. In 1985-86, 12 school districts, with 131 schools received incentive grants.

In 1986 Senator Greene sponsored Senate Bill 327 (Chapter 886), which amended the State School Lease-Purchase Law and added an additional stipend to the year-round incentive grant for districts meeting certain prescribed criteria. The law includes a formula for calculation of the additional stipend, which cannot exceed \$125 per student. This law also contains provisions for distribution of funds to school districts to insulate and/or air-condition buildings used for year-round education programs. A more detailed discussion of the incentive programs can be found in Chapter IV.

Several districts identified the problem of time lag associated with the state building program. New construction cannot be started until the actual overcrowding occurs; therefore, growing districts are always behind in their building program. One district stated that "we have utilized the 25 percent growth factor and have emergency portables and desperately need to speed up the approval procedures."

Modifications Needed for Implementation

District program directors were asked to describe modifications that were necessary for implementation of the year-round education program in the areas of physical plant and facilities, curriculum, grading periods, transportation, student support services, cocurricular activities, staff development, special education, and California Assessment Program (CAP) testing. Most of the districts reporting no modifications were operating only single-track year-round programs.

Increased maintenance and adjustments in maintenance schedules were necessary modifications for all districts. Some districts added extra custodians, some extended the current contracts, and others contracted for additional maintenance services by outside agencies. Still other districts organized custodians into teams. During downtime a team would converge on a school and perform the necessary cleaning and repair.

During the site visits maintenance was frequently mentioned as a major problem associated with the year-round schedule. Especially for the multi-track programs, buildings are seldom vacant. As one administrator put it, "There's no time for the grass to grow." She noted the excessive wear on a building that serves a student body that exceeds capacity.

Another necessary modification to the physical plant for some districts was the addition of air-conditioning. In buildings where air-conditioning was not installed, a need for it was expressed.

Storage space for instructional materials was often mentioned as a necessary modification related to the year-round program, particularly for schools not originally designed as year-round schools. Cabinetry and rolling carts were used to store materials for teachers who vacated their classrooms.

Other adjustments to the physical plant included conversion of library or cafeteria space to storage or classroom use. As would be expected, only minimal modifications to the physical plant were required in buildings specifically constructed for year-round education programs.

No major curriculum modifications were made in about half of the districts. Some respondents commented that there was no need to make curriculum modifications because the year-round program has the same number of instructional days as the traditional school program. Those that did make curriculum changes reorganized the curriculum into shorter instructional units or formed combination classes, particularly in the social sciences and sciences. One district reported rearranging curriculum to provide instruction for various bilingual groups. That is, so that appropriate bilingual instruction could be provided for the different language groups, students were assigned to tracks according to their language classification. Each track offered bilingual instruction in a different language.

Grading periods needed to be adjusted for the year-round programs in 35 percent of the districts. Three districts indicated that grade reporting dates were different for each track. Thus, a district with curriculum based on a quarter schedule and a year-round program consisting of four tracks could have as many as 16 different dates for reporting grades. Some districts use the semester grading system, others a trimester system, both of which reduce the number of reporting periods.

Two districts reported no modifications to bus scheduling as a result of implementing year-round programs. Most districts found that they had to hire additional bus drivers or extend the contracts of their regular drivers to include the summer period. Otherwise, buses ran their regular schedules, serving both traditional and year-round students. Some complicated bus scheduling was encountered by districts offering transportation to students during intersession, which may begin and end at different times of the day compared with the regular school session or may be located off campus. Three districts experienced the need to reschedule transportation for special education students so that full services would be available to them.

Districts employed a variety of means of providing comparable student support services for all students. Some purchased additional services of social workers, nurses, psychologists, speech therapists, and other specialists to serve the year-round programs. Such personnel usually were given an extended contract or an opportunity to work at an hourly rate during the summer. Other districts restructured the work year of the professionals either by trading days worked during the summer for vacation during the traditional year or creating a four-day work week for the full calendar year.

In addition to modifications to the schedules of the student support services staff, a need existed to extend administrative and clerical support to serve the year-round program. The services of certain curriculum specialists, such as a music teacher, also need to be scheduled to accommodate the year-round calendar.

Because most of the year-round education programs are operated at the elementary school level, the impact of the program on cocurricular or extra curricular activities is minimal. However, at the secondary level, students in certain activities, such as athletics, are required to attend the activity even during vacation. Often, students attend intersession during the season in which their particular sport is played or other activity is offered to maintain a close contact with the school. One elementary school district reported that it offered many of its cocurricular activities, such as assemblies, twice so that all children had equal benefit.

Students on vacation are usually invited back to participate in activities that do not require their participation. Districts with an invitation policy report that many students return to participate, particularly students of instrumental music. During one of the site visits for this study, a middle school presented a band concert for its student body. When the band director was later asked what he would do if his tuba player (on vacation) did not come back to play, he replied such a problem

had never occurred. He reasoned that it was fun to come back to school to play music while not having to attend classes.

Staff development for teachers in year-round education programs presents a challenge which is answered in a variety of ways. Eight districts do not make any special provisions for staff development of year-round teachers but do provide opportunities, such as released time, which are also available to teachers in traditional programs. Other districts schedule staff development activities twice so that all teachers have equal access; provide more released time for the year-round teacher; or provide stipends for staff development during vacation periods. Generally, staff development was considered difficult on a year-round schedule and was identified frequently during the site visits as a major problem.

Modifications to special education required by the year-round program were similar to those made for student support services. Some districts purchased additional services through extended contracts or extra work at an hourly rate. Others shortened the work week to four days and stretched the ten-month year to 12 months. One district bused students between year-round program sites to provide the necessary services.

A major issue related to CAP testing in year-round programs is the number of instructional days preceding the testing. Depending on the particular calendar chosen, there may be variation in the number of instructional days prior to testing compared to the traditional school calendar. There may also be variation among the tracks in a multitrack school. Some students may have been in session for nine weeks before testing, while another group of students may just be returning from a three-week or longer vacation. To provide equity in pretesting instruction time, the State Department of Education grants a two-week extension of the time limits for testing, allowing districts to adjust the testing dates to suit their year-round calendar. Many districts take advantage of this provision. Additional discussion of this issue appears in Chapter III.

In the multitrack year-round program, one group of students is always on vacation; therefore, standardized testing must usually be conducted twice. One district administers its tests four times, once for each track, to ensure equal opportunity for all students.

Other modifications required for implementation of a year-round education program include adjusted food service schedules and adjusted business cycles. Districts whose year-round calendars overlap fiscal years maintain dual sets of records. In addition, multitrack programs require separate attendance accounting, class scheduling, and purchasing schedules for each track.

The timing of services provided by the State Department of Education has caused modifications in some districts. One-third of the districts complained that apportionments and textbooks were not available for the beginning of the year-round school year (typically in July). Half of the districts said that special funding from the state arrived late and caused temporary local adjustments.

District Perspective of a Successful Program

All persons interviewed or surveyed at the district level were asked to describe the necessary ingredients for a successful year-round education program. They agreed that the necessary ingredients for a successful year-round program are the same as those for any good education program: competent and dedicated staff, sound curriculum standards, and adequate support. But what is vital especially to the year-round program is community support. This support must be developed by involving parents, community agencies, and school staff in the planning process. The district should allow at least 18 months for the initial planning process. During that time, proponents of the year-round program must communicate with the public about the implications of the program.

School district and school staff support and school board commitment are also necessary ingredients for a successful program. This support can be developed if assignment options are available to the staff. Obviously, if the staff or board is unenthusiastic about a program, it will not long endure. District staff also need to be more aware of the year-round schedule when they purchase materials or plan meetings, workshops, and deadlines.

Another factor associated with successful year-round programs is a good communication system. In a multitrack year-round program, one group of teachers and students is always out of school. Good communication is essential to keep all staff, students, and parents informed about school events. To do so requires either a dual communication system, through which each message is sent twice at different points in time or a method of keeping track of which group is on vacation and sending messages to their homes.

For a year-round program to operate successfully, the program director and/or the school principal must have good leadership skills. Administration of such a program requires exceptional time management and organizational skills. One principal remarked, "It's like running a continuous four-ring circus."

Adequate facilities are important to the success of the year-round program. In most areas of the state, air-conditioning is a necessity. Although the cost of air-conditioning is frequently cited by opponents of year-round education programs as an excess cost, it was found to be a necessary cost in most instances. It is recommended that such a cost be amortized over the life of the system and not considered as an up-front cost. (Recent legislation provides funds for installation of air-conditioning. See Chapter IV.) It is also critical to provide ample storage space for the instructional materials of teachers who are not in session.

Practices and Procedures in Year-round Schools

Programmatically, year-round education programs do not differ markedly from traditional school programs. Usually, they offer the same curriculum; the main difference is in the scheduling. Therefore, this section does not attempt to describe the school programs per se but addresses practices and procedures specific to year-round education programs at the school site. The practices and procedures include those related to the assignment of students to tracks, class scheduling, administrative duties, intersessions, and maintenance and physical plant. This section also includes a discussion of the effects of the program on staff and student behavior and the relationship between community agencies and the year-round program. The following analysis is based upon a study of 62 single-track schools and 119 multitrack schools. The group of schools studied represents a population of 243 elementary schools and 30 secondary schools, including middle schools, junior high schools, and high schools.

Assignment of Students to Tracks

The assignment of students to tracks is peculiar to the multitrack year-round school. Schools must make an effort to place siblings on the same track unless specifically requested not to by a parent (Chapter 1010, Statutes of 1976). However, some methods of assigning students do not always produce that result.

Students are assigned in a variety of ways: geographic area, self-selection by student or parent, ability grouping, bilingual programs, enrollment date, class size equity, sibling assignment, space availability, and at random.

About a third of the schools use geographic placement, which tends to keep families or friends on the same schedule. However, this method may not produce the best placement for the individual student's needs. In this procedure the school attendance area is divided into as many regions as the year-round program has tracks, each region being assigned to one of the tracks.

The next most popular assignment practice is to allow self-selection. Most of the high schools with year-round programs allow students to select the track assignment. At the elementary level the choice is made by the parent.

Ability group track assignment, practiced in 11 percent of the schools, is usually based on the reading program. Children are assigned to a track according to their reading ability. One objection to this method is the danger of elitism associated with it.

Schools whose enrollments contain a large limited-English-speaking group of students representing several different primary languages tend to assign students to tracks on the basis of their primary language. Although this method is necessary for the delivery of bilingual education programs, it invites charges of segregation. One of the schools visited for this study used this procedure for assigning students. Its student body was 89 percent bilingual and included 17 languages, among which were nine Chinese dialects.

Schools assigning students to tracks on the basis of enrollment date explain that the student is placed on the track providing the maximum remaining days of instruction in the school year. This is an example of the flexibility inherent in the year-round education program.

Some schools try to maintain a balance in size among the classes in the various tracks. Students are assigned to tracks to achieve this balance. Space availability is used by a few schools for student placement. Three schools reported assigning students to tracks at random.

Care should be taken in choosing a track assignment method. Ideally, tracks should be balanced in size, ability level, and access to courses and services. Morale problems can result if balance is not maintained. At one school (not a California school) with a three-track (A-B-C) year-round program, children from new families moving into the district were assigned to the B track. B track was the least desirable of the three; it provided no summer vacation time and was populated by low-ability students. Both students and teachers transferred to either of the other tracks at their earliest opportunity. In contrast to tracks A and C, track B had no esprit de corps, its membership was unstable, and it was shunned by the community.

Class Scheduling

In a multitrack year-round education program, class scheduling may present problems. At the elementary school level, grades may need to be combined to maintain a given teacher/pupil ratio according to the size of the school enrollment, the distribution of the enrollment across the grades, and the number of tracks in the chosen year-round plan. One administrator suggests that an enrollment of 525 students is minimum for a four-track program or an enrollment of 625 students for a five-track program. However, at these minimums several combination classes would probably be required. Another superintendent judges that it takes 1,000 or more students to support a five-track program at the elementary level with a minimum of combination classes. Approximately 20 percent of the classes in elementary year-round schools are combination classes.

At the secondary school level, special scheduling may be needed for advanced, specialized, or elective classes. For example, it would probably be impossible to offer Russian III on all tracks of a year-round high school. Of course, schools have the option of offering smaller than usual classes, but this practice would soon become prohibitively costly, although in some instances it may be necessary. Approximately 5 percent of year-

round high school classes are smaller than usual. Another alternative is to offer the specialized courses on one track and have other students cross-track for that particular course. Huntington Park Senior High School uses the cross-track method of scheduling and schedules advanced classes for the first period in the morning, enabling students to return to their original tracks for the remainder of the school day. It also allows students who are off track to come in for the class and then leave the campus for their jobs.

Administrative Duties

Multitrack year-round education programs increase the duties of the school administrator, particularly in scheduling classes and events and communicating with faculty, parents, and students. To a lesser extent these duties have increased for the single-track administrator. Responses to the school survey regarding changes in administrative duties compared to those in a tradition program are shown in Table V-3.

Typical of the comments submitted regarding administrative duties were:

"Everything has to be done twice."

"Three separate schools are functioning at different times, with different staffs and different students. Yet all must function as a unit since all use the same physical buildings."

"Four attendance tracks require more time and paperwork."

"Students forget to return from their breaks."

"Extended contracts (hence, separate negotiations) are necessary for specialists."

"Multiple sponsors are needed for clubs and student activities."

"Each time we have an event, we must have it two times so that those off-track can also be included."

"We must repeat every faculty meeting and staff development activity."

"Information must be mailed to homes to keep people informed and involved."

"There are six changes in bus passenger lists a year."

Principals report at least monthly correspondence with parents except for testing program information, which is disseminated either quarterly or annually. The regular communications include notices about the school calendar, student activities, and PTA activities. Several schools incorporate many of these notices into a monthly parent newsletter.

Although principals of multitrack year-round programs usually have a 12-month contract, which includes a month's vacation, they have difficulty in scheduling that vacation time. Because of the continuous nature of the program, there is no time when they can easily leave the school to run itself. Some districts have solved this problem by employing an assistant principal, even though the school enrollment may not warrant the additional staff under normal circumstances. It appears that with the nonstop characteristic of multitrack year-round programs and the tremendous coordination and communication tasks related to it, such administrative assistance would benefit the program. As one principal said, "It [the year-round program] exacts a brutal toll on administrators."

Table V-3

**Percent of Single-Track and Multitrack Respondents
Reporting Changes in Administrative Duties Compared
with Administrative Duties in a Traditional School**

Category	Single-track			Multitrack		
	Increase	No difference	Decrease	Increase	No difference	Decrease
Scheduling	48	52	--	96	4	--
Attendance	39	57	4	71	24	5
Special programs (e.g., speech therapy)	35	65	--	54	41	5
School activities	38	62	--	84	16	--
Communications to: Faculty	46	52	2	94	5	1
Students	39	61	--	90	10	--
Parents	44	56	--	90	10	--
Bus schedules	31	69	--	56	44	--
Other (food service and maintenance scheduling)	46	54	--	77	15	8

Intersessions

One of the features of most year-round programs is the amount of time between instructional blocks called intersessions, which allow the school to offer a variety of programs, including remediation, acceleration, and enrichment. Some schools offer more than one type of program. Table V-4 shows the percent of year-round schools offering each type of intersession program.

Table V-4

Percent of Year-round Schools Offering
Types of Intersession Programs

Type of intersessions	Percent of year-round schools
Remedial	53
Acceleration	12
Enrichment	37
Other ^a	34

^a "Other" includes activity class, such as leadership journalism; vocational programs; advanced placement classes; immigrant and refugee language enrichment; music; computer science; outdoor education; GATE program; latch-key program; special education; and tutoring.

Some schools make creative use of intersession time. At Franklin Elementary School, the intersession offers a step-up, step-down opportunity. If a student is failing at the end of term, he or she can be placed into another track for additional instruction during intersession. Likewise, a student can step-up to the next grade if he or she is performing at an advanced level.

The same school operates a peer teaching program during intersession. Students from the higher grades come back during vacation to tutor younger students. This program is so popular that the school must limit the number of tutors and the length of time during which they may tutor. Tutoring is not limited to the achievers. The principal told of a sixth grade boy reading at the first grade level who tutored a first grade student in reading. In addition to providing benefits to the first grader, the tutor learned skills he had missed in his early education and bolstered his self-esteem.

Another example of creative use of intersession was found at Huntington Park Senior High School. A group of 12 students was observed in a lively

discussion about which of their own literary pieces should be included in an anthology they were preparing. The instructor explained that only three weeks before at the beginning of the intersession, these students were unwilling to communicate in class, especially in critiquing each other's writing. Because they had been reticent in their regular classes, they had been invited to participate in the writing seminar. By the end of the intersession, they had learned to take and give literary criticism and had developed self-confidence in the process.

Approximately half of the schools reported on the percent of enrollment in attendance during intersessions. For single-track schools, 11 to 15 percent enrolled in intersession; for multitrack schools, less than five percent. The majority of the multitrack schools indicated that they could accommodate no more than 15 percent of their students during intersession because of space limitations. Obviously, a single-track school can accommodate 100 percent of its enrollment during intersession.

Not every school on a year-round schedule offers an intersession program. Some are unable to because of funding or space limitations. Others offer a regular summer school in place of intersessions. Some students at schools not offering an intersession program attend intersessions at the other schools in the district.

From the teacher's point of view, intersession offers an opportunity to supplement one's salary by teaching an intersession program or by substituting in the regular track program. From 10 to 20 percent of teachers take advantage of these opportunities. However, most districts with intersession programs have limits on the number of extra teaching days a teacher can work.

Maintenance and Physical Plant

Of all the challenges posed to the year-round program administrator, maintenance is among the greatest. This concern was addressed in a prior section of this report describing district-level decisions and policies. From the school perspective, maintenance is also a matter of high concern. Administrators of single-track year-round schools claimed that maintenance requirements had not increased with the year-round program but that the work had to be scheduled differently from that for a traditional school. On the other hand, multitrack year-round administrators judged that they had about a 25 percent increase in maintenance as a result of their program. They also agreed that this increase in needed maintenance was proportional to the increase in usage. Several respondents commented on the hard and constant use of their buildings. This finding was confirmed during visitations to several of the sites. One principal reported that her school was in use 51 weeks a year from 7:30 a.m. to 3:10 p.m. for the year-round program; 3:30 p.m. to 5:30 p.m. for a partnership program; and 6 p.m. to 9:30 p.m. for adult education. The maintenance problem in the year-round school is double-edged; building use is increased and time to perform maintenance in the building is decreased. Table V-5 shows the frequency of maintenance performed at year-round schools.

Table V-5

**Percent of Respondents Reporting Frequency
of Maintenance at Year-round Schools**

Activity	Frequency of maintenance					Other - Specify
	Daily	Weekends	Inter-session	Holidays		
Cleaning	86	9	13	11	16	Deep cleaning once a year
Minor repairs	66	2	5	4	30	As needed
Major repairs	34	6	18	14	42	As needed
Painting and renovation	27	3	20	10	44	On district schedule
Other	4	1	2	1	4	Miscellaneous

Note. Multiple responses were possible; therefore, the percents reported should be interpreted independently of each other.

Outside contracted maintenance services were purchased for roofing, electrical work, plumbing, air-conditioning, paving, and carpet-laying. Twelve percent of the schools reported use of contractors. A few schools were painted by outside contractors.

Air-conditioning is a major concern for year-round administrators. Forty percent reported that their classrooms were air-conditioned; 25 percent said they were not; the rest indicated that some classrooms were air-conditioned and some were not. About half had air-conditioning in the administrative area, lunch room, library, or other areas. Respondents who reported that their classrooms were not air-conditioned reflected their discomfort in their comments; for example, "The bungalows have swamp coolers, and they do not do the job in June, July, August, and September." "Standing fans are being utilized; however, it is unbearable."

Some schools reported severe shortage of space for storage of teachers' materials. Storage space is particularly crucial for the "roving" teacher, the one who must vacate his or her classroom and return to a different one

after the vacation break. Some teachers were forced to store their materials at home during the break, while others managed to convince a colleague to store them in their classrooms.

In addition to storage space, there is a need for office space for traveling specialists, such as the speech therapist. Too often, the traveling specialist does not have a place to work other than the district office. However, this situation is characteristic of overcrowded schools in general and is not specifically related to the year-round program.

Building capacity was also examined in this study. Single-track year-round schools were operating at about 90 percent of capacity; the enrollment at multitrack schools averaged 134 percent of building capacity. Eighty-six percent of the single-track schools reported that they were operating at or below capacity compared to 11 percent of the multitrack schools. The average enrollment at single-track schools is 522 with a range of 167 to 1,087, and at multitrack schools it is 1,228, with a range of 310 to 4,512.

Effects on Staff and Student Behavior

Teacher attendance improves markedly in a year-round program as compared to a traditional program. Nearly two-thirds of both single- and multitrack administrators agreed. They believe there is much less teacher fatigue and burnout and that when people can see the "light at the end of the tunnel," they tend to keep going to the end of the term. This idea will be discussed from the teacher perspective in the next section of this chapter.

As to student attendance the administrators did not agree as strongly. About half the principals of multitrack schools saw an increase in student attendance compared to a traditional school program. About 30 percent of the single-track administrators agreed. The remaining group did not see much difference between the programs as far as student attendance was concerned.

The administrators surveyed were almost equally divided on whether student achievement had improved or remained the same. Several commented on improved test scores and greater retention over the shorter vacations. Some specifically mentioned improvement for the limited-English-speaking student because of more exposure to English. Those who saw no change noted the fact that the only difference between year-round and traditional programs is in the scheduling, not necessarily in the educational programs. Although many year-round educators believe that student achievement is improved in year-round schools, the statistical evidence does not confirm this belief. (See the discussion of this point in Chapter III.)

Attendance at student activities did not seem to change with the year-round program. This finding may be a function of the predominance of elementary schools in the study population. Usually, their student activities take place during the school day and do not require a return to the school at a later time, as do secondary level activities.

Some student activities in secondary schools, such as athletics, usually require attendance even when the student is on vacation. However, this practice is not unique to year-round schools; traditional calendar schools often have similar requirements. In other types of student activities, students are often invited to return to school to participate. Principals reported that these arrangements usually worked out to everyone's satisfaction.

School principals were asked to judge the level of satisfaction of different groups of people with the year-round program. Their responses are shown in Table V-6. In the three following sections of this chapter, the teachers, students, and parents speak for themselves about their satisfaction with the program.

Table V-6

**Principals' Perceptions of Satisfaction
with Year-round Education of Various Groups**

Group	Level of satisfaction (in percent)		
	High	Medium	Low
Students	78	22	--
Teachers	87	13	--
Administrators	73	20	7
Pupil services personnel	49	44	7
Parents	62	36	2
Business community	54	44	2
Classified employees	69	30	1
Citizens without students in school	45	51	4

Relationships with Community Agencies

About one-third of the schools have a high level of interaction with community agencies, primarily with park and recreation districts. These agencies provide activities on a year-round basis to serve the students who are on vacation. Several respondents complained that no recreational services were available for students during their vacation periods, except for some summer activity.

Schools differed in the amount of contact they had with law enforcement agencies. Some said there were problems with identification of truant students (whether they should be in school or not); others claimed to have a good working relationship with the local police; and still others said they had relatively little contact. There was strong agreement, particularly among the multitrack principals, on the reduction in crime and vandalism. This result was attributed to the fact that the building was always occupied, even, in many instances, on weekends. In general, principals in single-track schools felt that the year-round program did not make any difference regarding the crime rate. Unlike the multitrack school building, the single-track school building is probably vacated during the vacation periods, leaving it susceptible to vandalism.

Schools were nearly equally divided in the level of involvement with child care agencies. Their experiences ran the gamut from "None available in our community" to "We have on-campus child care and latch-key programs."

In response to a question about availability of student job opportunities in the community, secondary school principals generally agreed that the year-round schedule had a beneficial effect. They reasoned that only one-third of the students are competing for jobs, although one person pointed out that most of the job opportunities are in summer. Students commonly share jobs on a rotating schedule, enabling the employer to have student help all day long, all year round rather than only after school and summers. This arrangement also provides work experience for more students.

School Perspective of a Successful Year-Round Program

The elements of a successful year-round program at the school level are those associated with any good educational program: community, parent, and district support; competent and dedicated teachers; a well-planned and challenging curriculum; a well-organized and energetic administration; and necessary staff, facilities, and financial resources. In addition, principals strongly agreed that flexibility and creativity were essential attributes for a year-round staff. The program requires adjustments not necessarily associated with the traditional program.

There is a need for better communication between the year-round school and the district office. It is not unusual for school staffs to feel overlooked by school district support personnel. Even though a district may have a program director responsible for year-round programs, other service units appear to be unaware of year-round schedules. For example, scheduling of extracurricular activities, staff development, purchasing, and budgeting often do not coincide with the year-round calendar. This problem is particularly obvious in districts with proportionally few year-round programs.

Multitrack schools cited the previously discussed problems with maintenance, storage space, and the roving teacher as further obstacles to a good program. These are the conditions that require the flexibility and creativity of the staff.

With only two exceptions, principals of year-round schools were unanimous in their belief that their programs were working very well. They cited high teacher and student morale, stable or improved test scores, and community pride as evidence of how well their programs were working. Some comments offered were:

"Overall, it works extremely well. The staff is very supportive of the concept. It is viewed as considerably better than double sessions."

"The program works well because we offer the teachers and parents a choice of programs. Most people like the short vacation periods throughout the year. The level of interest in school remains at a more constant level. The children do not get tired of school because the longest instructional period is usually ten weeks."

"Year-round is working well at our school. Test scores improved. Community is supportive. We offer a full range of programs for our students. Because of year-round program, over 1,000 students attend this school instead of being bused to other schools, which would require almost two hours on the bus per day per student."

Teachers' Views of Year-Round Education

The impressions described in this section were obtained from interviews with teachers in year-round education programs during site visits and from responses to a survey questionnaire mailed to a random sample of year-round schools.

Curriculum

Teachers in year-round programs generally believe that the quality of instruction is better than in traditional programs. They find it easier to plan curriculum for the shorter blocks of time and feel that the year-round calendar provides ample time segments for instructions. Textbooks and other curriculum materials usually fit well into the year-round calendar. However, more than a few teachers complained that textbooks and other materials are not available when school starts in July. In many instances, materials and textbooks do not arrive until late August.

Teachers attribute the better quality of instruction almost unanimously to continuity of instruction. The shorter vacations reduce retention loss; consequently, less review time is necessary at the beginning of each instructional block. They claim that this is especially true for the limited-English-speaking and high-risk students. In schools offering intersession programs, teachers credit the intersession with enhancing and supplementing the regular curriculum.

Combination classes, which are necessary in some year-round programs, are seen as a dilution to the quality of instruction by a few teachers. One

teacher described the placement of five students from one grade level into a classroom with 25 students from the next grade because this was the only space available.

Sometimes teachers found the year-round calendar to be so restrictive that it did not allow enough time for preparation. Some teachers testified that they had no break between school years, "Last year half of the teachers ended one school year on Friday and began the new one on Monday--new grade level, new classroom, new track!"

Year-round Calendar

The calendar seems suitable to most teachers in the year-round programs. Almost 74 percent of the teachers said they liked teaching in the year-round program better than in the traditional program. To quote one, "I love this and never want to go back to the old system. To me it is the only civilized calendar there is." About 3 percent of the teachers could not support this view and cited being unable to take lengthy trips or attend summer school or rest sufficiently between sessions. However, a strong majority of teachers expressed high satisfaction with both the duration and frequency of vacations. Many felt that the year-round calendar provided relief from stress and that year-round teachers were not as subject to burn-out as their counterparts in traditional programs. They also saw the calendar as providing opportunities for additional teaching and seasonal vacations. The few who were negative toward the calendar found the frequent stopping and starting of instructional sessions to be disruptive. But one teacher said, "It's especially good for migrant children. School's always open."

Most year-round teachers agree that the calendar eliminates the usual boredom of the long traditional summer vacation for the students. After about three weeks the students are ready to come back to school.

A few teachers commented on the effect the calendar has on young kindergarten students. Rather than starting school in September, the child in the year-round program usually begins schooling in July. In some instances the child is only four and one-half years old. Teachers say that the extra few months can make a big difference in the maturity of the child and see this early start as detrimental to some young children.

Some teachers claimed that the year-round program has been abused by some parents as an alternative to child care. A number of parents enroll their children in the year-round program when it begins (usually in July) and transfer them to the traditional calendar in September. In some year-round schools, teachers experience a large exodus of students in September. They find this particularly disruptive to their programs. Districts should become alert to this potential misuse of the year-round program and adopt a policy to prevent its occurrence.

In one or two districts the year-round calendar is rather loosely interpreted by administrators. When teachers are on vacation, they are

pressured by their administration to attend certain special functions, such as classes for staff development. Although this practice facilitates the work of the administrator, it can be demoralizing to the staff. When districts schedule such functions at alternative times, they can avoid imposing on teachers.

Moving and Storage of Materials

Teachers in single-track year-round schools do not complain about moving or storing materials, but teachers in multitrack schools are nearly unanimous in their concern. Because the multitrack program is designed to use space that has been vacated by an off-track group of students and teachers, the instructional materials of this group must be stored until they return. Often, storage space and time are inadequate, and assistance is not provided for packing and unpacking. Teachers complain about lost materials. If the group does not return to the same classroom, the inconvenience is further exacerbated. Although these matters seem to be incidental to the instructional program, they can seriously affect it.

Roving teachers and classes report feelings of alienation from the rest of the school. Each term they must become reacquainted to a new environment. Teachers do not have access to the classroom in advance to prepare it for the new term, and they sense a lack of stability in their classes. Often, they start the new term living out of boxes as does one who has moved his domicile. Districts should develop a rotational pattern resulting in a minimum of roving.

Teacher and Student Attendance and Attitude

About 40 percent of the teachers contacted were neutral about whether teacher or student attendance was better in the year-round program than in the traditional program. Of the remaining teachers, 50 percent thought teacher attendance was better in the year-round program, and 40 percent believed student attendance was better in the year-round program.

Teacher attitude was judged better in the year-round program by more than two-thirds of the respondents. Much enthusiasm and spirit were observed among the year-round teachers during site visits. In some districts assignment to the year-round program is prized, and waiting lists exist for these positions.

Several teachers commented on the improved student behavior in the year-round program and attributed it to the shorter terms intermixed with vacations. Teachers also expressed a sense of faster pace of instruction, which may command the student's attention.

Students' Views of Year-Round Education

The students' views described in this section were obtained by surveying a sample of students at six of the schools visited. Four were elementary schools; one, a middle school; and one, a high school. All but one were multitrack schools. One hundred survey forms were given to each principal, who was requested to distribute them to the students at the highest grade level at the school. Five hundred and forty-five responses were returned and analyzed for this study.

Whether student responses related to school in general or the year-round program specifically is somewhat questionable. Typical responses to questions regarding likes and dislikes about the year-round program included:

"I like mathematics, sciences, and the games at school."

"I don't like social studies or when they make you spell."

Some students, when asked to compare their current experience with a traditional school, indicated that they had never attended a traditional school. About one-half of the students failed to record how many years they had attended a traditional school. The average years of attendance in a year-round program was three years.

In general, student responses were definitely more positive than negative about their experiences in year-round education programs. Given a choice between a year-round and a traditional program, more would choose year-round than not.

Vacation seems to be the most prominent interest of the students. More than one-half of the group said they liked the vacation schedule and expressed themselves in these ways:

"I like the year-round program because at a traditional school you get a chance to forget everything you learned over the vacation, but at a year-round school you do not get a chance to forget everything."

"Something I like about year-round is your vacation is mixed up."

"I like it because I do not have the same vacation time as my older sister. We get spread-out vacations. I also like it because we get vacations during different seasons."

To one student, year-round education is the best of both worlds. "When I start getting sick of school, we go on vacation. When I get sick of vacation, we go to school."

Students who expressed a dislike for the year-round program frequently identified the lack of a long summer vacation as the reason. Being out of synchronization with friends' and relatives' vacation time and being unable

to take family trips were commonly cited. For some students the vacation schedule may have serious consequences. For example, one student wrote, "I dislike it because my brother, who is in the tenth grade, goes every summer to see my father in Florida; and because of this I have not seen my father or my sister, who is five, in five years." At least a few students gave similar reasons for disliking the year-round vacation schedule.

Students were nearly evenly divided on whether their classrooms were comfortable during hot weather. Many made comments on the discomfort during the hot summer, particularly at the secondary level. (Two of the elementary schools and the middle school were fully air-conditioned.) Several students reported that "B" track had no summer vacation and only a few air-conditioned classrooms.

About 40 percent of the students believe they learn more in the year-round program than on a traditional schedule, although about one-third of them were not sure. Many students said they liked the year-round program for this reason. One student declared, "I like this because I learn more every year, and I remember most things when we come back to school."

Students in roving classes did not enjoy moving from classroom to classroom. A few students reported moving to another classroom every three weeks.

Some secondary school students said that the year-round schedule gave them good opportunities to find jobs. Other secondary students lamented the unavailability of advanced classes, such as French 3, on all tracks.

Although it is difficult to know whether students were responding specifically to the year-round program or to school in general, their remarks reinforce the observations made by other groups of persons involved in year-round programs. Nothing was found in the student survey that would dispute any other findings of the study.

Parents' Views of Year-Round Education

Parents' opinions about year-round education were solicited through the assistance of their offspring at the schools visited. The students who responded to the student survey were asked to take home a parent questionnaire to which was attached a stamped return envelope. One hundred and eighty parents responded, one-third of whom had children in middle school or high school.

Fifty-five percent of the parents reported that all their children had the same vacation schedule. Slightly more than one-third rated the ease of planning family vacations with a year-round schedule worse than with the traditional calendar. About 80 percent expressed satisfaction with their children's track assignment.

Parents were asked to compare the year-round program with the traditional program in several areas, such as quality of instruction, student attendance, appearance of the school and grounds, classroom conditions during hot weather, child care arrangements, and communications with parents. Between one-third and one-half of the parents felt that there was not much difference between the year-round program and the traditional program in these areas. Except for classroom conditions during hot weather, the remaining respondents leaned heavily toward the year-round program as being more favorable than the traditional program. The majority of the remaining respondents rated the classroom conditions in hot weather for the year-round programs worse than for the traditional program. Parents of secondary level students indicated that the chances for a student's finding employment during vacation period were worse under the year-round calendar than under the traditional calendar.

The overall satisfaction with the year-round program compared to the traditional is shown in Figure V-1.

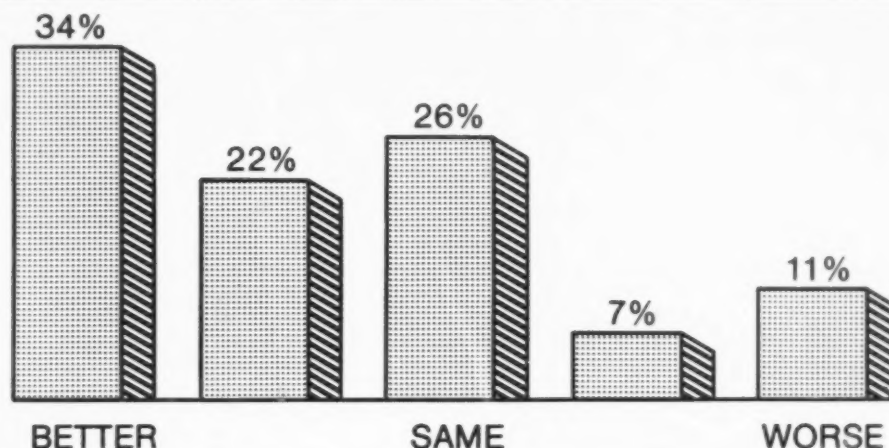


Fig. V-1. Overall Parent Satisfaction with the Year-round Program Compared with the Traditional Program

Parents echo the belief that their children learn more, get less bored during vacation, and are less fatigued in the year-round program. They applaud the continuity of instruction, and some believe that school discipline carries over through the vacation. One parent noted, "Children do not experience academic loss as they do over a three-month period." Another said, "My children have experienced both traditional and year-round. The year-round schedule keeps my children from burnout and boredom. Our family is able to vacation in any season." Common complaints from parents include the difficulty of scheduling family vacations, particularly when children are on different schedules, and discomfort in the classrooms during hot weather.

VI. Conclusions and Recommendations

Throughout this study several themes have emerged as having particular relevance to year-round education programs. The themes represent conditions or features peculiar to year-round programs in California. They include attitudes toward year-round education and community support; the year-round calendar and track assignments; educational programs in year-round schools; academic achievement; staff development; staff and student characteristics; administrative responsibilities; physical plant requirements; and cost factors related to year-round programs. This chapter contains conclusions regarding those themes and recommendations for school districts considering implementation of year-round education programs, for districts already implementing such programs, and for state-level administration of year-round programs.

Conclusions

o Attitudes Toward Year-round Education and Community Support

Most persons participating in year-round programs are enthusiastic about them. Many enthusiasts agree that they were initially skeptical about participating in a year-round program but that once they experienced it, they became convinced of its merits. Teachers judge that their attitudes are better with the year-round calendar. Parents and students like the frequent vacations. However, a small minority of participants expressed negative attitudes toward year-round programs. They complained about combination classes, problems with having to move in and out of the classroom, and summer vacation that was too brief.

Community support was found to be vital to the year-round program because the entire community is affected by the calendar. In addition, services for students must be provided year-round rather than only in the summer months. Such services include child care, recreation, and law enforcement.

o The Year-round Calendar and Track Assignments

The existence of a variety of year-round calendars is evidence that no single plan satisfies all local conditions throughout the state. Each plan has advantages and disadvantages that must be weighed against local needs

and circumstances. The process of calendar selection should also address the parents' option to enroll their student in a traditional program. Calendar choice is an important decision that should be made with as much community involvement as possible. Equally important is the procedure for assigning students to tracks in a multitrack year-round program. Track assignment can be beneficial or detrimental to the student's educational progress. Although districts are obligated to attempt to place siblings on the same track, the assignment should be based primarily on the best interests of the student.

o Educational Programs in Year-round Schools

The year-round calendar has little effect on the curriculum taught or the instructional methods used by teachers. Very few modifications were necessary to fit the curriculum to the year-round calendar. In fact, some teachers believe that it is easier to plan the curriculum in the three or four segments of the year-round calendar.

An important advantage of the year-round education program is the increased flexibility schools have to meet the needs of students. Year-round schools have taken advantage of this flexibility in assigning new students to the track which has the greatest number of remaining school days. Year-round schools have also been able to accommodate students needing additional instruction through interventions, such as assigning students to a class during their vacation period, especially targeted groups of students such as Chapter 1 students, students below the first and second quartiles, and special education and bilingual students.

In some instances the educational program in year-round schools has suffered from combined classes because there were insufficient numbers of students at given grade levels to support separate classes on each track. This problem is further compounded at the secondary level in its more specialized departmentalized classes. Districts have devised creative solutions to this problem by the use of cross-tracking, special intersession courses, or smaller than usual classes (a costly alternative).

o Academic Achievement in Year-round Schools

The year-round education program has little effect on academic achievement. An analysis of CAP scores showed that, as a group, year-round schools scored below their predicted level in grades three and six in both mathematics and reading. However, when single-track schools were compared with multitrack schools, the former scored at or slightly above prediction, while the latter scored below expectation. Although background characteristics were controlled for this analysis, the two groups were different. Multitrack schools served communities with lower socioeconomic status and a higher percentage of limited-English-speaking students.

When the multitrack schools were divided into large urban and other district groups, the latter group scored at or slightly below prediction and the former scored well below the prediction.

The strong performance of the single-track year-round schools indicates that the year-round calendar is an educational option that can be associated with achievement at or above predicted levels. In addition, the strong performance of nonurban multitrack year-round schools lends support to the year-round calendar. However, many of the year-round schools in California are not achieving at predicted levels. This shortcoming is most likely due to factors that are unrelated to the year-round calendar but may be related to special problems of communities experiencing rapid growth.

Administrators of year-round programs in California were almost equally divided on whether student achievement had improved or had remained the same. Those noting improvement cited gains on standardized achievement tests, greater retention over the shorter vacation periods, and greater improvement for LEP students because of more continuous exposure to English. Administrators who did not see any improvement in student achievement indicated that the only difference between year-round schools and traditional schools is in the scheduling, not in the educational program.

o Staff Development

Staff development in year-round education programs requires creative planning. The traditional delivery systems of staff development usually do not accommodate the schedules of year-round educators. However, the flexible nature of year-round education introduces a challenge that can revolutionize staff development. Some districts are employing some unusual techniques, such as paying stipends to vacationing teachers to return to school for staff development activities, pairing teachers so that one teacher was free to attend university classes during the summer, and providing year-round teachers with more released time for staff development. In addition, some districts have made arrangements with local universities to offer courses during intersessions or after school for year-round school teachers.

o Staff and Student Characteristics

Year-round programs have been implemented primarily in rapidly growing urban communities. Compared with schools with traditional programs, year-round schools were characterized by a lower socioeconomic index, higher proportion of families on AFDC, and more than double the proportion of LES/NES students. Staff members were younger, had less experience, and had fewer advanced degrees. Among staff members there was a higher proportion of females and minority members. These characteristics reflect the conditions in areas where school overcrowding has resulted in year-round education programs. These characteristics should be carefully considered when evaluating such programs and when making decisions to convert traditional programs to year-round programs.

o Administrative Responsibilities

The duties of administrators of multitrack year-round programs have expanded as a result of the program. The administrative tasks which must be performed for a traditional school program (or single-track year-round program) must be performed for each track of the multitrack program. In addition to the repetition, the multitrack program requires a high level of coordination. With groups of people sharing the same space in rotation, just handling the logistics can be a grueling task. Added to this task are the regular tasks related to staff development, curriculum planning, grade reporting, attendance, discipline, scheduling, and others. Each activity must be repeated at least once so that all students and teachers have equal opportunities.

Communication with teachers, students, and parents is another task that expands in the multitrack year-round program. It is necessary to keep track of who is in session and who is not so that notices can be sent to the proper place. Because these rosters change continuously, the task can become very burdensome.

One complaint common among administrators of multitrack year-round schools is the difficulty in scheduling their own vacations. Because of the continuous responsibilities, there is no suitable time when they can be absent from the school. This problem becomes particularly acute in schools lacking an assistant principal.

o Physical Plant Requirements

Multitrack year-round education programs pose special problems for plant maintenance. Physical deterioration occurs faster than usual because of overuse. The building suffers more wear and tear, and the school schedule leaves little time for performance of maintenance work.

The maintenance of year-round school buildings requires more resources than maintenance of traditional school buildings. The cleaning and rejuvenation schedules need to be accelerated for the year-round programs. Regular maintenance programs, appropriate for the traditional school, do not serve well the needs of the year-round program. Extra staff, night crews, contracted services, or other creative solutions must be found to maintain the year-round schools on a par with other schools in the district.

Storage of teacher and student supplies for the track on vacation poses a problem in most multitrack schools. One solution appears to be storage carts than can be wheeled from room to room; but these carts must be stored when the group is on vacation.

In most regions of the state where year-round education programs are in operation or under consideration, air-conditioning is necessary. Some respondents described temperatures of over 100 degrees in their classroom at times. Such conditions inhibit learning and should be eliminated. The Legislature has recognized the importance of a comfortable climate for

learning and has authorized the distribution of funds to school districts to insulate and/or air-condition buildings used for year-round education programs.

o Cost Factors Related to Year-round Programs

One of the major cost savings associated with year-round education programs implemented because of overcrowding is the avoided cost of new construction. Until now this savings was at the state level because the state funded all new school construction; however, recent legislation authorizes school districts to levy fees on new development to pay a portion of new school construction. Therefore, some of the avoided cost of construction resulting from year-round programs can be credited to the district.

When a district implements a year-round education program, certain one-time transition costs occur. A major transition cost, particularly in the southern area of the state where the greatest overcrowding conditions exist, is the cost of air-conditioning. Although some state funds have been allocated for air-conditioning and insulating year-round schools, guidelines for apportionment of the funds have not yet been completed. Minor transition costs include purchasing of storage units and staff time for planning and implementing the transition.

Operating costs, such as salaries, utilities, and supplies, increase with the year-round program. However, when these costs are viewed on a per-student basis, operating costs are comparable to those of traditional educational programs.

State incentive programs for year-round education have served only a small number of districts. The incentive programs are based on stringent eligibility requirements, suffer from two-year to three-year delays, and are not clearly understood by school personnel.

Recommendations

To Districts Considering Implementation of a Year-round Program

1. Involve the community in the planning of the year-round program from the beginning. The cooperation and support of the community are important to the success of the program.
2. Allow adequate time for planning. Experienced administrators recommend a planning period of approximately 18 months.
3. Examine several calendar options to determine the one best suited to community needs. When selecting a calendar to accommodate elementary level demand, consider future secondary level needs, including an appropriate calendar. It is desirable for the

district to coordinate its calendars if it uses more than one calendar.

4. Provide a clear and convenient option for parents who wish to have their students on a traditional calendar.
5. For a multitrack year-round program, develop a track assignment procedure that will serve the best interests of the student.
6. Investigate state incentive programs and special funding for air-conditioning and insulation of year-round schools.
7. For a multitrack year-round program, plan for extra maintenance and for storage space for instruction materials.

To Districts Operating Year-Round Programs

1. Continue to foster community support for the year-round program. When community support wanes, the year-round program tends to deteriorate.
2. Use the flexibility provided by the year-round program to enhance the curriculum. Creative intersession programs can have sound educational value. Many schools have established exemplary practices which could be adopted by other schools.
3. Develop creative means of delivering staff development services to teachers and administrators in year-round schools.
4. When planning districtwide events or time lines, take into account the special schedule for the year-round program.
5. Consider the maintenance needs of a multitrack year-round school and schedule work accordingly. A regular cleaning and painting schedule for the district usually does not satisfy the needs of the year-round program.
6. Schedule standardized testing programs, including the California Assessment Program, so that each track has approximately the same number of weeks of instruction preceding testing as the traditional calendar schools have.
7. For a multitrack year-round program, provide administrative assistance for the school principal.

To State Agencies

Department of Education

1. Develop staff development incentives appropriate to a year-round education program.
2. Develop ways of using the flexibility of year-round programs to enhance school reform.

State Board of Allocation: Provide clear information regarding incentive programs for year-round education.

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APPENDICES

APPENDIX A

California State Department of Education
Policy Analysis for California Education
(PACE)

YEAR-ROUND EDUCATION STUDY
DISTRICT SURVEY
SPRING 1986

Please complete and return to:
State Department of Education
Program Evaluation and
Research Division
Year-Round Study
P.O. Box 944272
Sacramento, CA 94244-2720

BY APRIL 10, 1986

Rationale: Enrollment in California's elementary schools is projected to increase markedly over the next few years. Certain school districts will be faced with an urgent need for more classrooms. One proposed solution to this need is the operation of a year-round education program. This study will provide useful information for districts considering this alternative, as well as for the Legislature and other governing bodies.

Further, many districts have adopted year-round educational programs for curriculum restructuring, increasing achievement levels, and for providing life-style choices. Decision-making groups from districts, government, and other key organizations need data regarding these purposes, as well as for space and fiscal consideration.

District name:

Instructions: The information on the page(s) attached to this survey is on file at the State Department of Education regarding year-round education in your district. Please review the list and make the necessary corrections or additions so that the file can be updated.

Please indicate the number of schools in your district that operate the following calendars:

- ☐ Single track year-round
- ☐ Multiple track year-round
- ☐ Traditional calendar
- ☐ Combination of year-round and traditional
- ☐ Other (please explain) _____

Please respond to the following questions, and return the completed survey, including the list of schools, by April 10.

1. Please rate the five most important reasons underlying the district's decision to operate a year-round education program. (Rate 1 = most important)

- ☐ Accommodate expanding enrollment.
 - ☐ Delay construction costs.
 - ☐ Improve student achievement.
 - ☐ Make more efficient use of the physical plant.
 - ☐ Increase opportunity for remediation acceleration, enrichment, and other specialized activities.
 - ☐ Eliminate or avoid double sessions.
 - ☐ Respond to community or staff pressure.
 - ☐ Accommodate closing a school.
 - ☐ Provide multiple short vacations.
 - ☐ Expand curriculum opportunities.
 - ☐ Move toward continuous learning concept.
 - ☐ Reduce retention span for low achievers.
 - ☐ Other (please specify) _____
-

2. What would be your recommendation on the use of year-round education programs if faced today with the same situation that prevailed at the time it was first implemented? Please check.

- ☐ Proceed with year-round education program.
 - ☐ Use double shifts.
 - ☐ Use staggered schedule (daily).
 - ☐ Build new schools.
 - ☐ Bus students.
 - ☐ Other (please explain) _____
-

3a. If, at any time in the past, the district has made the decision to discontinue a multi-track year-round education program, please check the reason for the decision.

☐ No longer overcrowded

☐ Parent opposition

☐ Political climate change

☐ Other (please explain) _____

b. If your district did discontinue the multi-track program, did it (or does it plan to) continue on a single-track year-round education program?

☐ Yes

☐ No

4a. Please indicate by a check mark whether participation in the year-round education program is optional or mandatory for all schools involved or whether the policy is school-based for each group.

	Optional	Mandatory	School-based policy
(1) Students	☐	☐	☐
(2) Teachers	☐	☐	☐
(3) Administrators	☐	☐	☐
(4) Pupil support staff	☐	☐	☐
(5) Other staff	☐	☐	☐

b. Do all families in the district have access to the year-round education program?

☐ Yes

☐ No

If no, please explain why not. _____

- 5a. If the year-round program was started within the past three years, indicate the change in number of personnel employed for the year-round education program since that time.

	<u>Number of personnel</u>		
	More	Same	Less
(1) Administrators	☐	☐	☐
(2) Pupil support personnel	☐	☐	☐
(3) Track coordinator	☐	☐	☐
(4) Teachers	☐	☐	☐
(5) Aides	☐	☐	☐
(6) Custodians	☐	☐	☐
(7) Bus drivers	☐	☐	☐
(8) Other	☐	☐	☐

Please specify. _____

- b. Please estimate the change in number of personnel that would have been required if you had built a new school.

	<u>Number of personnel</u>		
	More	Same	Less
(1) Administrators	☐	☐	☐
(2) Pupil support personnel	☐	☐	☐
(3) Track coordinator	☐	☐	☐
(4) Teachers	☐	☐	☐
(5) Aides	☐	☐	☐
(6) Custodians	☐	☐	☐
(7) Bus drivers	☐	☐	☐
(8) Other	☐	☐	☐

Please specify. _____

6. Please indicate the length of teacher contracts for:

Number
of days

- a. Regular contracts _____
- b. Special contracts for year-round _____

7. What is the highest salary earned by teachers in:

- a. The year-round program? \$ _____
- b. The traditional program? \$ _____

8. What modifications were necessary for implementation of the year-round education programs in the following areas?

a. Physical plant and facilities (example: adjusted maintenance schedules)

b. Curriculum (example: shortened units of study)

c. Grading periods (example: switch to quarter system from semester)

d. Transportation (example: bus rescheduling)

- e. Student support services (example: additional speech therapist)
- f. Co-curricular activities (example: required participation of students on vacation--athletics)
- g. Staff development (example: providing for release time for teacher education)
- h. Special education (example: having resource specialists available year-round)
- i. CAP testing (example: number of instructional days prior to CAP testing compared to traditional schools)
- j. Other (please explain)

9. Check those items on the following list for which you have experienced cost differences for the year-round education programs compared to the traditional school programs operating in your district. Please do not confine yourself to this list. Please indicate any excess costs or savings associated with the program.

	Increase for year	Decrease for year
a. Special education (self-contained)	☐	☐
b. Compensatory education/categorical program services	☐	☐
c. Feasibility study	☐	☐
d. Air conditioning equipment	☐	☐
e. Curriculum revision	☐	☐
f. Portable storage	☐	☐
g. Office equipment	☐	☐
h. Release time for teacher in-service	☐	☐
i. School lunch program	☐	☐
j. Bus transportation	☐	☐
k. Teacher salaries	☐	☐
l. Administrative salaries	☐	☐
m. Support personnel salaries	☐	☐
n. Administrator substitutes	☐	☐
o. Insurance	☐	☐
p. Benefits and retirement	☐	☐
q. Utilities	☐	☐
r. Supplies	☐	☐
s. Other	☐	☐

Please specify. _____

10. If the district has an open enrollment policy, please describe the effect of that policy on the year-round education program.

11. Does the year-round education calendar overlap fiscal years?

☐ Yes

☐ No

What types of problems result from this situation?

12. Please report the percentage of intersession funding from the following sources:

Percent

- | | |
|------------------------------|-------|
| a. Summer school funds | _____ |
| b. Categorical program funds | _____ |
| c. Community agency funds | _____ |
| d. Corporate funds | _____ |
| e. Other (please specify) | _____ |

13. What percent of year-round teachers elect to teach during:

Percent

- | | |
|--|-------|
| a. One intersession per year? | _____ |
| b. Two intersessions per year? | _____ |
| c. Three intersessions per year? | _____ |
| d. More than three intersessions per year? | _____ |

14. What percent of intersession teachers are full-time teachers who teach only intersessions? _____

15. Please check the gender and age characteristics of the majority of teachers who elect to teach intersessions.

Gender

Age

☐ Males with families

☐ Over 50 years

☐ Females with families

☐ Between 35 and 50 years

☐ Single males

☐ Under 35 years

☐ Single females

16. What is the basis for textbook purchases? Please check.

☐ Total number of students enrolled

☐ Total number of student desks

☐ Other (please specify) _____

17. Please indicate the timing of services provided by State Department of Education.

Early

On time

Late

a. Apportionments

☐

☐

☐

b. Textbooks

☐

☐

☐

c. Special funds

☐

☐

☐

18. If a cost analysis has been conducted within the past three years, please describe your conclusions.

19. What other factors, related to costs, should be considered when attempting to judge the effectiveness of year-round programs?

20a. If your district is eligible for funding under the State School Building Lease-Purchase Law of 1976 (Leroy Greene Act), check the type of funding for which you are eligible.

☐ New construction

☐ Reconstruction/rehabilitation

☐ Both

b. Would the district be eligible if year-round education programs were not employed in your district?

☐ Yes

☐ No

21. Are you intending to apply this year for incentive payments:

a. Under Education Code Section 17717.7 (Chapter 689)--alternatives to new building construction?

☐ Yes

☐ No

b. Under Education Code Section 42250 (Chapter 498)--additional \$25/student allowance for overcrowding?

☐ Yes

☐ No

22a. Has the use of the year-round approach eliminated or reduced a need for further school construction in your district?

☐ Yes

☐ No

b. If not, has the reduction in the allowance for building area (per Leroy Greene Act) created a problem for your district?

☐ Yes

☐ No

If yes, in what way?

23. In your opinion, what are the necessary ingredients for a successful year-round school program?

24. What have been the major obstacles to a year-round education program?

If an evaluation of the year-round education program has been conducted within the past three years, please attach a copy of the report. If a separate cost and/or achievement analysis has been performed, please attach a copy of the report.

Thank you for completing this survey.

Please return the completed survey by April 10, 1986 to:

State Department of Education
Program Evaluation and Research Division
Year-Round Study
P.O. Box 944272
Sacramento, CA 94244-2720

APPENDIX B

California State Department of Education
Policy Analysis for California Education
(PACE)

YEAR-ROUND EDUCATION STUDY
SCHOOL SURVEY
SPRING 1986

Please complete and return to:
State Department of Education
Program Evaluation and
Research Division
Year-Round Study
P.O. Box 944272
Sacramento, CA 94244-2720

BY APRIL 10, 1986

Rationale: Enrollment in California's elementary schools is projected to increase markedly over the next few years. Certain school districts will be faced with an urgent need for more classrooms. One proposed solution to this need is the operation of a year-round education program. This study will provide useful information for districts considering this alternative, as well as for the Legislature and other governing bodies.

Further, many districts have adopted year-round educational programs for curriculum restructuring, increasing achievement levels, and for providing life-style choices. Decision-making groups from districts, government, and other key organizations need data regarding these purposes, as well as for space and fiscal consideration.

School name:

Instructions: Please check the configuration(s) of calendars offered at your site:

- ☐ Single track year-round
- ☐ Multiple track year-round
- ☐ Traditional calendar
- ☐ Combination of year-round and traditional
- ☐ Other (please explain) _____

Indicate the number of tracks in your year-round education program. _____

Please respond to the following questions, and return the completed survey by April 10.

1. Please rate the five most important reasons underlying the district's decision to operate a year-round education program. (Rate 1 = most important)

- ☐ Accommodate expanding enrollment.
 - ☐ Delay construction costs.
 - ☐ Improve student achievement.
 - ☐ Make more efficient use of the physical plant.
 - ☐ Increase opportunity for remediation acceleration, enrichment, and other specialized activities.
 - ☐ Eliminate or avoid double sessions.
 - ☐ Respond to community or staff pressure.
 - ☐ Accommodate closing a school.
 - ☐ Provide multiple short vacations.
 - ☐ Expand curriculum opportunities.
 - ☐ Move toward continuous learning concept.
 - ☐ Reduce retention span for low achievers.
 - ☐ Other (please specify) _____
-

2. Check the basis for assigning student to tracks.

- ☐ Self-selection (by students or parents)
 - ☐ Geographic assignment
 - ☐ Ability grouping
 - ☐ Grade-level assignment
 - ☐ Subject offerings
 - ☐ Other (please explain) _____
-
-

- 3a. What percent of parents of children in year-round programs request different tracks for their children? _____ %
- b. Please describe the procedure used to schedule students coming from a feeder school with a different calendar.
4. What percent of the students on vacation:
- a. Can be accommodated during an intersession in campus facilities? _____ %
- b. Can be accommodated in off-campus (community) facilities? _____ %
- c. Actually attend during an intersession? _____ %
5. Check the types of programs that are offered during intersession.
- ☐ Remedial
- ☐ Acceleration
- ☐ Enrichment
- ☐ Other (please describe) _____
- _____
- _____
- 6a. Elementary school only: How many combined classes (e.g., grades two to three combined) were necessary as a result of the year-round education program? _____
- What percentage is this of all classes? _____ %
- b. Secondary school only:
- (1) How many smaller-than-usual classes are held because of the year-round education program? _____
- What percentage is this of all classes? _____ %
- (2) How many graduation ceremonies are held each year? _____

7. Check the areas in which the year-round education program has resulted in a change in administrative duties as compared to the traditional program. Please describe the changes briefly. Use the back of this page if you need more space.

If you have not had experience on which to base the comparison, check here ☐ and skip this question.

	Increase	No difference	Decrease	Description of change
a. Scheduling	☐	☐	☐	_____
b. Attendance	☐	☐	☐	_____
c. Special programs (e.g., speech therapy)	☐	☐	☐	_____
d. School activities	☐	☐	☐	_____
e. Communications to:				
(1) Faculty	☐	☐	☐	_____
(2) Students	☐	☐	☐	_____
(3) Parents	☐	☐	☐	_____
f. Bus schedules	☐	☐	☐	_____
g. Other	☐	☐	☐	_____

Please explain. _____

8. Please check frequency of correspondence with parents of year-round education children regarding:

Type	Frequency				
	Daily	Weekly	Monthly	Quarterly	Annually
a. Calendar	☐	☐	☐	☐	☐
b. Student activities	☐	☐	☐	☐	☐
c. Testing programs	☐	☐	☐	☐	☐
d. PTA activities	☐	☐	☐	☐	☐
e. Newsletter	☐	☐	☐	☐	☐
f. Other	☐	☐	☐	☐	☐

Please describe. _____

9. What percent of year-round education teachers supplement their salary by:

Percent

a. Teaching during intersession? _____

b. Substituting when their track is out? _____

10. Approximately how many cubic feet of the following types of portable storage are available for use per teacher in the year-round education program? If this space is not adequate, indicate what additional space is needed.

Cubic feet

Available

Needed

a. Small relocatable buildings _____

b. Mobile classroom carts/cabinets _____

c. Other _____

Please describe. _____

11. Is the school building air-conditioned?

Yes

No

a. Classrooms ☐ ☐

b. Administrative area ☐ ☐

c. Lunch room ☐ ☐

d. Auditorium ☐ ☐

e. Library ☐ ☐

f. Other ☐ ☐

Please describe. _____

12. How many students was the school building designed to accommodate? _____

13. Has the year-round education program resulted in an increase or decrease in necessary maintenance? Please check and indicate percent of change.

Percent of change

- ☐ Increase _____ %
- ☐ Decrease _____ %
- ☐ No change, but adjusted schedule _____ %

Please indicate the reason for your answer. _____

If you checked "increase," is the increase proportional to the increase in usage?

- ☐ Yes
- ☐ No

14. Check the time when the following maintenance is performed.

	Daily	Weekends	Inter- sessions	Holidays	Other--specify
a. Cleaning	☐	☐	☐	☐	☐ _____
b. Minor repairs	☐	☐	☐	☐	☐ _____
c. Major repairs	☐	☐	☐	☐	☐ _____
d. Painting and renovation	☐	☐	☐	☐	☐ _____
e. Other	☐	☐	☐	☐	☐ _____

Please explain. _____

- 15a. If maintenance services for the year-round education program are purchased from an outside contractor, please identify the service and the number of working days in the contract.

Service	Number of days
_____	_____
_____	_____
_____	_____

b. Indicate the reason for using contracted services. _____

16. In your opinion, what is the relationship between the year-round education program and the following factors compared to the traditional program?

	Increase	Decrease	No change
a. Student attendance	☐	☐	☐
Comment:	_____		

	Better	Worse	No difference
b. Teacher attendance	☐	☐	☐
Comment:	_____		

	More	Less	No difference
c. Vandalism and crime rate	☐	☐	☐
Comment:	_____		

	Better	Worse	No change
d. Student achievement	☐	☐	☐
Comment:	_____		

	Increase	Decrease	No change
e. Attendance at student activities	☐	☐	☐
Comment:	_____		

17. In your opinion, check the level of satisfaction of each group with the year-round education program.

	High 80-100% satisfied	Medium 30-70% satisfied	Low 0-20% satisfied
a. Students	☐	☐	☐
b. Teachers	☐	☐	☐
c. Administrators	☐	☐	☐
d. Pupil services personnel	☐	☐	☐
e. Parents	☐	☐	☐
f. Business community	☐	☐	☐
g. Classified employees	☐	☐	☐
h. Citizens without students in school	☐	☐	☐

18. In what way does the year-round education program affect the following? Check the amount of contact with these agencies or activities.

	Amount of contact		
	High	Medium	Low
a. Community recreational facilities and programs	☐	☐	☐

b. Community law enforcement	☐	☐	☐

c. Child care facilities	☐	☐	☐

d. Student job opportunities	☐	☐	☐

19. Please comment on how well the year-round education program is working over all at your school. State the reasons for your opinion.
20. In your opinion, what are the necessary ingredients for a successful year-round education program?
21. What have been the major obstacles to a year-round education program?

Please attach a copy of your year-round education calendar.

Thank you for completing this survey.

Please return the completed survey by April 10, 1986 to:

State Department of Education
Program Evaluation and Research Division
Year-Round Study
P.O. Box 944272
Sacramento, CA 94244-2720

APPENDIX C

Year Round Education Teacher Survey

School _____

Grade _____

Subject
(Secondary only) _____

Track _____

The State Department of Education is conducting a study of year-round education. An important part of the study is the opinion of teachers. Your school has been chosen to participate in the study. Please take a few minutes to respond to the following questions and statements, and return in the attached envelope.

How many years have you taught in a

a. year-round schedule? _____

b. traditional (Sept. - June) schedule? _____

Please indicate your opinion about the statements 1-15 by circling the number to the right of each statement which best reflects your feelings about the year-round school program.

	<u>Strongly</u> <u>agree</u>	<u>Neutral</u>	<u>Strongly</u> <u>disagree</u>	<u>Not</u> <u>applicable</u>		
1. The year-round school calendar provides ample time segments for instruction.	1	2	3	4	5	0
2. Textbooks and other curriculum materials fit well into the year-round calendar.	1	2	3	4	5	0
3. Little modification of the traditional curriculum is necessary in the year-round program.	1	2	3	4	5	0
4. Student assessment must be done more frequently in the year-round program.	1	2	3	4	5	0
5. Continuity of instruction can be accomplished easily in year-round programs.	1	2	3	4	5	0

	<u>Strongly agree</u>		<u>Neutral</u>		<u>Strongly disagree</u>		<u>Not applicable</u>
6. Moving into and out of classrooms is a real inconvenience related to year-round programs	1	2	3	4	5		0
7. Storage of instructional materials is a problem for year-round programs	1	2	3	4	5		0
8. The length of vacations provided in the year-round schedule is adequate.	1	2	3	4	5		0
9. The frequency of vacations provided in the year-round schedule is adequate.	1	2	3	4	5		0
10. My family vacations are disrupted by the year-round schedule.	1	2	3	4	5		0
11. I have augmented my salary by substitute teaching during my vacation.	1	2	3	4	5		0
12. I have augmented my salary by teaching during intersession.	1	2	3	4	5		0
13. Teacher attendance is better in the year-round program than in the traditional.	1	2	3	4	5		0
14. Student attendance is better in the year-round program than in the traditional.	1	2	3	4	5		0
15. Building maintenance is a problem for year-round schools.	1	2	3	4	5		0
16. Please answer the following questions comparing the year-round program to a traditional program. Circle the appropriate letter.							

<u>Compared to the traditional school program,</u>	<u>Better</u>		<u>Same</u>		<u>Worse</u>		<u>Unknown</u>
a. I like teaching in a year-round education program	a	b	c	d	e		0
b. time provided for staff development in the year-round program is	a	b	c	d	e		0

	<u>Better</u>		<u>Same</u>		<u>Worse</u>	<u>Unknown</u>
c. the quality of instruction in the year-round education program is	a	b	c	d	e	0
d. student behavior in the year-round program is	a	b	c	d	e	0
e. teacher attitude in the year-round program is	a	b	c	d	e	0

17. Please identify the advantages of year-round education for

a. students

b. teachers

c. others (Please specify)

18. Please identify the disadvantages of year-round education for

a. students

b. teachers

c. others (Please specify)

19. What are the necessary ingredients to a successful year-round education program?

20. What are the major obstacles to a successful year-round education program?

APPENDIX D
California Department of Education
Year-Round Education Study
Student Questionnaire

The State Department of Education wants to know how you feel about year-round schools. Please take a few minutes to answer the questions below, and return this form to your teacher. Thanks for your help.

1. What is the name of your school? _____
2. What track are you on? _____
3. How many years have you attended
 - a. a year-round school? _____
 - b. a traditional school (September to June)? _____
4. For the following questions, check either yes, no, or not sure.

	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
a. If you had a choice, would you prefer to go to a year-round school instead of a traditional school?	☐	☐	☐
b. Are most of your friends on the same track as you are?	☐	☐	☐
c. Do you like the year-round program vacation schedule?	☐	☐	☐
d. Is your classroom comfortable during the hot weather?	☐	☐	☐
e. Do you feel that you learn more on a year-round schedule than on a traditional schedule?	☐	☐	☐
f. Do your parents like the year-round program?	☐	☐	☐
g. Do you participate as much in sports or other school activities as you would in a traditional program?	☐	☐	☐
h. Are your chances of finding a job when you are off track better in the year-round program?	☐	☐	☐

5. What do you like about the year-round program?

6. What do you dislike about the year-round program?

APPENDIX E

Year-Round Education Study Parent Questionnaire

The State Department of Education is conducting a study of year-round education. An important part of the study is the opinion of parents of children in these programs. Your child's school has been chosen to participate in the study. Please take a few minutes to respond to the following questions and statements, and return this survey form in the envelope provided.

1. What school does your child attend? _____
2. What track is your student on? _____
3. How many school age children in the family are in:
 - a. Elementary school? _____
 - b. Junior high/middle school? _____
 - c. High school? _____
4. Are all of the children in your family on the same vacation schedule? Yes ☐ No ☐
If no, how many different schedules are they on? _____
5. Are you satisfied with your child's track assignment? Yes ☐ No ☐

Please indicate your opinion about statements 6a to 6j by circling the number to the right of each statement which best reflects your feelings about the school program, compared to the traditional (September to June) school program.

6. Compared to a traditional school program,

	Better		Same		Worse	Unknown
a. the quality of school work in a year-round program is	1	2	3	4	5	0
b. student attendance in a year-round program is	1	2	3	4	5	0
c. participation in sports or other school activities in a year-round program is	1	2	3	4	5	0
d. arrangements for child care for a student in the year-round program are (elementary school only)	1	2	3	4	5	0
e. chances of finding a job during off-track time in a year-round program are (high school only)	1	2	3	4	5	0
f. classroom conditions during hot weather in a year-round program are	1	2	3	4	5	0
g. the cleanliness and appearance of the school grounds of a year-round program are	1	2	3	4	5	0
h. the school's efforts to communicate with you about school activities in the year-round program are	1	2	3	4	5	0
i. the ease of planning family vacations in the year-round program is	1	2	3	4	5	0
j. the overall degree of satisfaction for my child in a year-round school is	1	2	3	4	5	0

7. What do you like about the year-round education program?

8. What do you dislike about the year-round education program?

ESTUDIO SOBRE LA ESCUELA DE TODO EL AÑO

El Departamento de Educación está haciendo un estudio en escuelas de todo el año. Una parte muy importante de este estudio es la opinión de los padres de familia con hijos en estas escuelas. La escuela de su hijo(a) está participando en este estudio. Pedimos su cooperación. Favor de llenar este cuestionario y devuélvalo en el sobre incluido.

1. ¿En cuál escuela está matriculado su hijo(a)? _____
2. ¿A cuál agrupación pertenece su hijo(a)? _____
3. ¿Cuántos niños de la familia son estudiantes de:
 - a. escuela primaria? _____
 - b. escuela intermedia? _____
 - c. escuela secundaria? _____
4. ¿Están todos los niños de la familia en vacaciones al mismo tiempo? ☐ Sí ☐ No
 Si no, ¿en cuantos horarios diferentes ellos se encuentran? _____
5. ¿Está usted contento con la agrupación designada para su hijo(a)? ☐ Sí ☐ No

Por favor ponga un círculo alrededor del número a la derecha de cada pregunta que mejor indique su opinión sobre este programa escolar comparado con el programa tradicional de septiembre a junio.

6. En comparación con un programa del año escolar tradicional,

	<u>Mejor</u>		<u>Igual</u>		<u>Peor</u>	<u>No se</u>
a. la calidad de trabajo estudiantil en una escuela de todo el año es	1	2	3	4	5	0
b. la asistencia de los estudiantes de la escuela de todo el año es	1	2	3	4	5	0
c. la participación en deportes u otras actividades escolares en una escuela de todo el año es	1	2	3	4	5	0
d. los arreglos para el cuidado de su hijo(a) durante el programa de la escuela de todo el año son (escuela primaria solamente)	1	2	3	4	5	0
e. las posibilidades de encontrar trabajo durante las vacaciones para los estudiantes de la escuela de todo el año son (escuela secundaria solamente)	1	2	3	4	5	0
f. las condiciones en los salones de clase durante temporadas calurosas en la escuela de todo el año son	1	2	3	4	5	0
g. la apariencia de la escuela de todo el año en general es	1	2	3	4	5	0
h. los esfuerzos que hace la escuela para mantener a los padres de familia bien informados sobre las actividades en la escuela de todo el año son	1	2	3	4	5	0
i. la facilidad que los padres de familia tienen para planear las vacaciones familiares en el programa de la escuela de todo el año es	1	2	3	4	5	0
j. mi evaluación general de este programa para mi hijo(a) es	1	2	3	4	5	0

7. ¿Qué le gusta a usted de este programa de escuela de todo el año?

8. ¿Qué no le gusta a usted de este programa de escuela de todo el año?

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